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## A MODERN ROMAN STATE

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During the past three years an interesting experiment has been going on in the East High School of Rochester, N. Y., and its complete success has well repaid the time and effort devoted to it. We have reproduced, as completely and accurately as a limited number of pupils would permit, the ancient Roman political organization, with its attendant campaign and election.

The experiment was the result of an effort to find some aspect of Roman life into which the pupils in Latin can at once appreciatively and sympathetically enter. Unquestionably, one of the chief obstacles in the study of Latin has been the utterly strange and foreign atmosphere into which the pupil is plunged on the first day he takes up the subject, and which he usually continues to breathe so long as he studies it. This feeling of unreality, the belief he unconsciously acquires that the Romans were an unnatural people, quite distinct from the type he sees about him, talking in long periods, on subjects quite outside his natural, everyday interests, in a language artificial and difficult, destroys all possibility of real, personal interest, and consequently of securing the best results from the study. It is our aim to have every pupil, upon beginning Latin, become a member of a Roman state, and to create an atmosphere in which Latin is the natural means of expression.

We may give illustrated lectures on the private life of the Romans, but this, while excellent so far as it goes, does not bridge the gap between the mind of a fourteen-year-old boy or girl of 1906 A. D. and the civilization of Rome two thousand years ago. Pupils are assuredly interested in such lectures, but it is the same antiquarian interest that they might feel in some extinct species of mankind of which curious traces have been found, and not the live, personal interest that should accompany the study of the language of those Romans whose works occupy such prominence in their education.

Descriptions of Roman life are enlightening only provided the student has already found some door by which he can really enter into the spirit of ancient life, no matter in what phase. Interest excited by pictures is external and superficial, unless significance is given them by some common bond already existing and joining the active, real life of an American boy with the no less active and real life of the Romans.

Reproductions of Roman plays, trials, festivals, etc., however valuable and interesting in themselves, are, by their nature, only occasional, and affect directly but a small proportion of pupils, while the remainder are passive spectators, in whom curiosity is usually the predominant feeling. What I have been searching for is an interest both continuous and self-sustaining, and which can, by its continuity, give background and coherence to other interests by themselves isolated or spasmodic, and be the natural source from which they spring.

Now, by the very nature of the government under which we grow up, by the familiarity and instinctive interest felt by every American boy or girl in elections and politics, it seems as if the political phase of Roman life would be the first to suggest itself, as readily comprehensible and naturally interesting. That our Roman election has excited just that interest will be readily apparent to any visitor at the East High School. When anything connected with their study of Latin so arouses their interest that rival parties hold mass meetings attended spontaneously by half the Latin pupils at the same time; when pupils busy themselves writing in Latin the political platforms of the recreated ancient parties; when blackboard space and wall space in corridors and assembly hall is at a premium for the posting of Latin inscriptions in support of one candidate or another; when the display of the colors of opposing parties rivals the school colors even in the height of football enthusiasm, we can feel assured that in the political contests of ancient Rome has been found the common bond of interest for which we were searching.

In the following pages I shall describe in detail the organization of the state, the campaign, the election, and the functions of the officials. It must be borne in mind that in the actual conduct of the state these several aspects are inseparable. The intricate political

system is brought into existence through the interest and excitement of the campaign, while the functions of the officials are illustrated at every stage of the proceedings. The election itself is the central point of interest during the year, exhibiting vividly, as it does, all the machinery of government in actual operation, forming a climax in which culminates the strenuous party rivalry of the preceding campaign, and affording opportunity for practical illustration of the most important duties of the state officials.

The organization here described is the developed and permanent form reached in the third year of our state. Each year has required a complete reorganization, owing to the addition of pupils not previously included, but now every Latin pupil is a member of the state, and no further changes will be needed, except such as are due to the annual graduation of one class and the entrance of another. I shall describe the procedure of this year, where we made constant use of the officials elected the previous year by the smaller state.

There are about twelve hundred pupils in the school, of whom eight hundred and fifty study Latin. Mid-year graduation is in operation, producing eight grades of Latin work, designated as "Latin term," "Latin final," "Caesar term," "Caesar final," "Cicero term," etc.; and forming in all twenty-nine sections. The first step in the organization of our Roman state was the creation of trade guilds (*collegia opificum*). Each of the twenty-nine sections represents one of the following *collegia*, assigned by lot:

<i>agricolae</i> (market-gardeners)	<i>lignarii</i> (wood merchants)
<i>aliari</i> (garlic-dealers)	<i>muliones</i> (mule-drivers)
<i>aurifices</i> (goldsmiths)	<i>offectores</i> (dyers)
<i>caupones</i> (innkeepers)	<i>perfusores</i> (perfume merchants)
<i>cisiarii</i> (coachmen)	<i>pilicrepi</i> (ball-players)
<i>clibanarii</i> (confectioners)	<i>piscicapi</i> (fishermen)
<i>coeparii</i> (grocers)	<i>pistores</i> (bakers)
<i>cornicines</i> (horn-blowers)	<i>plostrarii</i> (blacksmiths)
<i>culinarii</i> (cooks)	<i>pomari</i> (fruit-dealers)
<i>fabri</i> (carpenters)	<i>saccarii</i> (porters)
<i>joreses</i> (hucksters)	<i>sagarii</i> (dry-goods merchants)
<i>fullones</i> (fullers)	<i>tibicines</i> (flute-blowers)
<i>gallinari</i> (poultry fanciers)	<i>tonsores</i> (barbers)
<i>libari</i> (pastry cooks)	<i>unguentarii</i> (druggists)
<i>librari</i> (librarians)	<i>vestiarii</i> (tailors)

Each *collegium* selects from its members a *princeps*, or president, who in turn appoints four *magistri*, or master-workmen. The remainder are *discentes*, or apprentices. The room in which they recite becomes their *curia*, or local place of assembly, and other related ideas are gradually introduced, such as the drawing-up of rules of membership, the choice of a patron deity and of a Roman *patronus*. The idea that vast numbers of Roman citizens were laboring-men, organized in labor unions, living their lives as naturally as do their modern representatives, comes as a gratifying surprise to the average pupil, and forms a welcome corrective of the unfortunate impression made by the vocabulary of his first-year book, and intensified by the texts read later, that the Romans were a curious and ethereal people, spending their lives in attacking towns, making speeches, attending banquets, and watching games. And when he learns that the guild of carpenters (*fabri*), of musicians (*cornicines*), and others antedate the Roman Republic and even history, he gains a new idea of the antiquity of these institutions and their accompanying problems. The pupils are expected to learn the names of a number of the guilds, especially of those meeting in their *curia*, and to understand in general their organization and purposes, the result of which is a good conception of the condition of labor in ancient Rome and of the extent to which division of labor existed. Prose work of a much more natural type, and of much greater inherent interest, than the usual stereotyped form can easily be devised, thus giving the whole a unity of purpose and attaching it directly to the daily progress of the pupil.

While the ancient *collegia* were not strictly political in their nature, their active participation in the elections makes the introduction of them into our state highly desirable, and their convenience as instruments for organizing the state itself makes them indispensable. Much stress was placed on the selection of energetic *principes*, of executive ability, and they assumed the burden of forming the state. Each *princeps*, assisted by his *magistri*, assigned to every member of his *collegium* a Roman name with its three parts. To the Vergil classes were assigned the names of the chief writers living, with few exceptions, from about 133 B. C. down to Augustus. Following is the list selected, though numerous additions can be readily made:

L. Livius Andronicus	C. Cornelius Nepos
Cn. Naevius	T. Lucretius Carus
T. Maccius Plautus	C. Sallustius Crispus
Q. Ennius	C. Valerius Maro
M. Pacuvius	Q. Horatius Flaccus
P. Terentius Afer	A. Albius Tibullus
M. Porcius Cato Censor	Sex Propertius
M. Porcius Cato Uticensis	P. Ovidius Naso
C. Lucilius	T. Livius
Q. Tullius Cicero	M. Vitruvius Pollio
M. Terentius Varro	M. Tullius Tiro
C. Julius Caesar	T. Pomponius Atticus
C. Cilnius Maecenas	

To the Cicero classes are assigned the names of the prominent political leaders from 133 B.C. to Augustus, as follows:

Ti. Sempronius Gracchus	M. Tullius Tiro
M. Octavius Nepos	T. Pomponius Atticus
C. Sempronius Gracchus	P. Cornelius Lentulus Crus
L. Opimius	Q. Junius Silanus
C. Marius	M. Porcius Cato
L. Apuleius Saturninus	Cn. Pompeius Magnus
C. Servilius Glaucia	M. Licinius Crassus
M. Livius Drusus	C. Julius Caesar
P. Sulpicius Rufus	A. Gabinius
L. Cornelius Sulla	Q. Lutatius Catulus
L. Cornelius Cinna	M. Calpurnius Bibulus
Cn. Octavius Nepos	T. Annius Milo
M. Aemilius Lepidus	P. Clodius Pulcher
Q. Tullius Cicero	M. Antonius Triumvir
M. Tullius Cicero Junior	C. Scribonius Curio

To the Caesar classes are assigned naturally the names of contemporaneous military leaders and lieutenants of Caesar. The leaders of the civil wars are included.

Q. Caecilius Metellus Numidicus	C. Julius Caesar
C. Marius	C. Valerius Procellus
Cn. Pompeius Strabo	T. Attius Labienus
L. Cornelius Sulla	P. Licinius Crassus
Cn. Pompeius Magnus	Q. Titurius Sabinus
M. Licinius Crassus	L. Aurunculeius Cotta
Q. Sertorius	P. Sextulus Baculus
Q. Caecilius Metellus Pius	C. Volusenus Qadratus

L. Africanus	D. Cassius Longinus
M. Petreius	M. Antonius Triumvir
L. Domitius Ahenobarbus	C. Julius Caesar Octavianus
M. Junius Brutus	M. Vipsanius Agrippa
D. Junius Brutus	

Beginning Latin pupils were assigned any of the above names indiscriminately. The concrete individual name once learned is made a basis for an explanation of the Roman name incomparably clearer than any other could possibly be. Each pupil retains his name for a year, and is expected to investigate the life of the man whose name he bears, to learn the names of some of his classmates, and thus gradually to become acquainted with the names and deeds of the men of the period selected, the last century of the republic. This period was chosen because it is, in comparison with preceding centuries, pre-eminently a study of individual lives. The differentiation into three classes—military, political, and literary—is not introduced till the second year, both because this division is made natural only by the characteristics peculiar to the texts read in the last three years, and because it was thought sufficient to secure in this field during the first year merely a clear understanding of the formation and significance of the name itself, with some familiarity with the names of those in the same class, postponing till the second year the study of the individual lives. Some very good papers, purporting to be letters or speeches, have been written by third-and-fourth-year pupils, describing their own lives in the first person, with numerous references, humorous and otherwise, to their contemporaries. In these papers pupils have carefully followed the main lines, as prescribed by such facts as are known, but within these limits have given their imagination free rein. We are gradually preparing tables of references to our library, by which this idea can be more easily developed, and the pupils introduced into a field of valuable and interesting reading. It follows that, since the lists of names are limited, several must bear the same name, but they are never in the same class, and as they are, furthermore, always assigned to different tribes, the full official names of five parts are all different. Pupils are encouraged to use their Latin names in addressing one another—a habit no less valuable because it is regarded as a

joke. The declension of the name and of numerous words related thereto—*nomen*, *gens*, *familia*, *stirps*, etc.—forms a group of paradigms in which they take a greater interest, since their significance appeals to them directly.

When the pupils have received their Latin names, they are classified as citizens either by birth, by naturalization, or by manumission, with the largest number in the first class. This classification forms the basis for an account of Roman society immediately intelligible to each pupil and supplementary to what he learned from the *collegium*.

The pupil is then successively enrolled in the four great political units of *curia*, *tribus*, *classis*, and *centuria*, on the basis, respectively, of birth, geography, wealth, and age.

Birth is represented by scholarship, and on that basis each pupil is made a patrician or plebeian. Of our eight hundred and fifty citizens, ninety are patricians—a number chosen to secure a multiple of three, the number of patrician tribes, and of thirty, the number of *curiae* in these tribes. These ninety patricians are divided into the three tribes of Luceres, Ramnes, and Tities, and each tribe of thirty patricians into ten *curiae*, to which the ancient names, so far as they are known, are assigned. Each *curia* elects its *curio*, and the thirty *curiones* a *curio maximus*. They assemble in this form as a *comitia curiata*, and after the election confer the *imperium* by a formal act upon the officials chosen by the popular assemblies. It is thus the earlier form of the *comitia curiata*, composed solely of patricians and wielding a really effective power of ratification, that we have adopted. The list of ninety patricians is revised and published every year by the censor after conferring with the various instructors. It is so arranged that the proportion of patricians increases from one in twenty-five in each beginning Latin class to one in three in each “Vergil final” class.

The division into five classes on the basis of wealth is represented by the division into several grades on the basis of year. The Vergil classes represent the *prima classis*; the Cicero classes, the *secunda classis*; the Caesar classes, the *tertia classis*; the “Latin final” classes, the *quarta classis*; the “Latin term” classes, the *quinta classis*. Care must be taken that there are at least seventy pupils in each di-



vision. Of the Vergil classes the "Vergil final" section represents the *Equites Romani equo publico*, while a small section of beginning pupils represents the *capite censi*, a class below the *quinta*. The arrangement was made in such a way that the size of the classes increased as the property requirement decreased. Property to a definite amount is assigned to each citizen within the limits prescribed for his *classis*, as follows:

<i>Equites</i> , 1,000,000 asses . . . . .	\$20,000
First class, 100,000 asses . . . . .	2,000
Second class, 75,000 asses . . . . .	1,500
Third class, 50,000 asses . . . . .	1,000
Fourth class, 25,000 asses . . . . .	500
Fifth class, 1,500 asses . . . . .	33
<i>Capite censi</i> , below . . . . .	33

The natural division of Roman citizens into *centuriae* of *juniores* and *seniores* on the basis of age is represented by the division into boys and girls, the latter forming *centuriae* of *juniores* (seventeen to forty-five years of age), and the former the *centuriae* of *seniores* (forty-five to sixty).

For the fourth division into thirty-five tribes, on a basis more or less geographical, there could be no natural representative; for each tribe must contain both *juniores* and *seniores* from all five classes. To secure this result, and at the same time to equalize the numbers in the tribes, the several *principes* were instructed to begin at different points in the alphabetical lists of tribes, and assign one boy and one girl to each tribe in order, until the *collegium* was exhausted. This process insured the formation of thirty-five tribes each composed of from twenty to thirty members, comprising representatives from each of the five classes, and equally divided between *juniores* and *seniores*. As soon as a pupil received his tribal assignment, he incorporated in his name the abbreviated name of his tribe, as follows:

Aem.	Cor.	Mae.	Pom.	Stel.
Cam.	Fal.	Pal.	Rom.	Tro.
Ani.	Lem.	Pol.	Ser.	Vot.
Cla.	Esq.	Men.	Pup.	Sub.
Col.	Gal.	Pap.	Sab.	Vel.
Arn.	Fab.	Ouf.	Quir.	Ter.
Cru.	Hor.	Pop.	Sca.	Vol.

At the same time he is given one of the following Italian towns as a place of residence, with some effort to give each tribe a geographical center:

Alba Longa	Capua	Neopolis	Roma
Ancona	Cannae	Nola	Sena
Antium	Canusium	Oriculum	Stabii
Arpinum	Circei	Ostia	Tarquinius
Arretium	Clusium	Perusia	Tarentum
Baiae	Corfinium	Pompeii	Thurii
Beneventum	Croton	Praeneste	Tusculum
Brundisium	Cures	Puteoli	Vei
Caere	Fregellæ	Reate	Venusia
Caieta	Gabii	Rhegium	Volaterra
Cales	Minturnæ		

A map of Italy before the pupils, and an occasional question, will secure during the first year considerable knowledge of Italian geography, and where the ancient town possesses sufficient historic interest, pupils are encouraged to study its history and find out what remains of it have been found. The tribal and municipal assignments are permanent for the four years of the high-school course.

Each pupil is now in possession of such facts concerning himself as are necessary to direct his political activities, and at the completion of the last step he is presented with a card summarizing them all.

#### NOMEN FORMALE

<i>P.</i>	<i>Sulpicius</i>	<i>P. b.</i>	<i>Aem.</i>	<i>Rufus</i>
(PRAENOMEN)	(NOMEN)	(PATER)	(TRIBUS)	(COGNOMEN)
NOMEN TRIPLEX <i>P. Sulpicius Rufus</i>				

I. ORDO *Patricius-Ramnes*

II. TRIBUS *Aem.*

MUNICIPIUM *Praeneste*

CURATOR TRIBUS

TRIBUNUS AERARIUS

III. CLASSIS *Secunda*

82,500 ASSES

IV. CENTURIA *Senior*

52 ANNOS NATUS

CENTURIO

COLLEGIUM *Culinarii*

PRINCEPS *T. Pomponius Atticus*

When the citizens have thoroughly mastered their political status in *curia*, tribe, class, and *centuria*, the various political assemblies

based upon them are organized. The *comitia curiata* has already been mentioned, but as its functions are the least important of all, and its organization might confuse the pupils, it was postponed to the last. The *comitia centuriata* was organized on the reformed tribal basis, with eighteen *centuriæ* of *equites*, seventy *centuriæ* in each of the five classes, and five extra *centuriæ* of *cornicines*, *tibicines*, *fabri*, *accensi*, *proletarii*, known collectively as *capite censi*, making three hundred and seventy-three in all. The *comitia* meets in the assembly hall, with the *equites* in the first rows, separated from the *prima classis* by a vacant row, and the *prima* from the *secunda* etc. A perfect picture of such an assembly, and of the conditions it represents, may be left in the minds of the pupils by causing the various classes to rise in succession. Many *centuriæ*, especially those of the *prima classis*, consist of but one citizen, who in that case is the *centurio* also. Where the *centuria* consists of two or more, a *centurio* is chosen, and the three hundred and seventy-three *centuriones* present a clear object-lesson in the method of voting in this assembly, where each *centuria* casts one vote through its *centurio*. The assembly thus organized is presided over by those officials competent to do so, and its functions are illustrated by the business brought before it. Each year the pupil, as his property increases, will advance till he reaches the seats assigned to the *equites*.

I adopt the view of two tribal assemblies—the *comitia tributa* composed of patricians and plebeians, and the *concilium plebis tributum*, composed solely of plebeians. The former organizes first. The *aediles*, upon whom such a duty naturally falls, carefully plotted the assembly hall, and assigned to each tribe an exact and permanent location. After the evolution had been practiced once or twice, five minutes proved sufficient to change from a *comitia centuriata* to a *comitia tributa*, with each of the thirty-five tribes isolated by a row of vacant seats about it. A roll of the tribes gives an accurate impression of this organization, with each tribe divided into ten *centuriæ*, five of *juniores* and five of *seniores*. The officials capable of presiding illustrate their powers by practical exercise, and the functions of the assembly are shown in a similar manner. Each tribe elects a *curator tribus*, who has charge of the tribe at elections, and a *tribunes aerarius*, who collects what funds are needed.

The second tribal assembly, composed only of plebeians, the *concilium plebis*, is formed by merely asking the patricians to withdraw, and the plebeians remain organized by tribes.

This completes the formal organization of the state. From the very first it was found impossible in any appreciable degree to modify the complicated organization of ancient Rome and still convey a correct idea of it. When, however, we secure a thorough grasp of the organization by all Latin pupils at one time, each successive entering class will be absorbed and assimilated into it. The initial leavening of the whole lump is the serious difficulty, and is accomplished best by gradual stages, either by beginning with the classes of one or two instructors, or by initiating each successive beginning class, and waiting four years for the process to complete itself. Success depends upon the interest of the pupil; his interest depends on his understanding, and nothing could be more useless than to put an inert mass of pupils through motions, the significance of which is lost upon them.